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ABSTRACT

A two week, part-time institute, formed by the Community College of Denver to acquaint library supervisors with minority life-styles and aspects of employing minority library technical assistants, is described and evaluated. The first part of the document describes the Institute, its chosen problem, plan, and program. The personnel and participants in the institute are described with some observations by the director. The second part of the document presents the evaluation which was performed by an outside training consultant. Also given are the objectives, procedure, and results of the evaluation along with some general evaluation comment. (WH)

ED 096968

FINAL REPORT OF AN INSTITUTE HELD AT THE COMMUNITY COLLEGE OF DENVER

Denver, Colorado

2 OCT 1971 TO 16 OCT 1971

Under
A GRANT AWARD

INSTITUTES FOR TRAINING IN LIBRARIANSHIP
FY 1971 Title II, Part B
Higher Education Act of 1965.
P.L. 89-329, as Amended.

By the

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- 28 OCTOBER 1971. TRAINING DIRECTOR, MIDDLE MANAGERS, & PERSONNEL OFFICERS IN UTILIZING PARA-PROFESSIONAL STAFF.

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I. PROBLEM

Life styles of minorities are different, and relatively unknown by majority supervisors; with beliefs based on hearsay and abstractions, misconception of their ability exist in the minds of middle management and supervisors--producing a different set of recruitment, promotion and retention values.

II. PLAN

Misconceptions and motivation to change could be affected in middle managers minds by vignette exposure to minority lifestyles in black, chicano, and indian homes. With the knowledge gained they could make better decisions concerning disadvantaged minorities.

A part-time institute, 2 weeks in length, utilizing 3 evenings a week in HPI's (Home Perception Instruction) sessions, in the homes of minorities to insure contact with the lifestyles of poverty and disadvantaged of different ethnic groups. Three Saturday sessions were utilized as orientation, evaluation and summary work ships.

III. PEOPLE

Staff was selected by personal experience by the director, for empathy with the institute hypothesis. Brochure announcements were mailed to all state libraries and national inquiries received, limited to local or regional participants that could participate in the part-time schedule, Inquiries come by letter from as far away as Massachusetts and from the immediate region by telephone. Most participants were pro-minority oriented and experienced in employment or socially.

IV. PROGRAM

The part-time schedule of the institute was difficult to coordinate because it was on the participants "own time" but, the HPI's worked miraclulously in spite of darkness unfamiliarity of the staff and participants with the ghetto area. Orientation was a marathon of testing and instructions--wouldn't meet as a group until the next week. Evaulation was a talkathon of the weeks experience. Tape recordings, and photos were valuable. Summary was exciting and rewarding due to the change in attitudes that did occur in some participants.

V. PERCEPTIONS

It would be easier to give institute without community participation but this was the major attraction, all wanted to meet minorities. Taking the pro-minority participants into the homes was most revealing--comments, discussion, evaluation (taped disclosed that although the persons visited were different they had difficulty defining their lifestyle as disadvantaged.

The average participant was 41 years old, female, married and supporting 1/2 a dependent, on a $12,200 salary. All were in management personnel decision positions in libraries.

Local and Regional Institute for Training in Librarianship, 2-16 October 1971. Traingin Director, Middle Managers and Personnel Officers in Utilizing Para Professional staff.

PARTICIPANT PROFILE APPLICATION DATA.
ITEM:

2 Denver Area 7 Outside Denver 7
4 Sex Male 3 Female 11
5 Average Age 41
6 U.S. Citizen - yes all
8 Martial Status Single 6 Married 8
9 Average Number of Dependents for Income Tax Purposes 0.5
10 Average Salary $12,200.00
13 Type of Library Employment
School 0 College & University 2
Public 5 Special 4
Other 3
19 Previously attended Federally Supported Program
Yes 3 No 9
20 Significant experience to bring to the Institute
Blank 11 Related Experience 3
21 Applying for another Library Institute
Yes 2 No 12

THE INSTITUTE PARTICIPANT PROFILE

The percentage from Denver city and county and out of Denver suburban in other cities, Evergreen, Boulder, and Longmont was 50-50. The male to female ratio was 1 to 3. Average age was 41, all were U.S. citizens. Marital status supply these statistics: married, 60%, single, 40%. Each participant averaged .5 dependents. The most unexpected statistic was the average salary, close to 12,200 annually. College and university libraries employed two, public library 5, special library 4, and others 2 participants.

Three said they previously attended federally supported institutes and nine had not. The space directed to significantly experienced that would contribute to the institute were left blank by them and related experience, also 2 were applying for another institute the others did not.

THE COLLEGE

INTRODUCTION

The Community College of Denver is an open door institution that takes as its students all persons who feel that they can benefit from attendance at the institution. The college consists of three campuses, all located in the Denver Metropolitan area. In addition, the college utilizes facilities of other government and civic institutions and the facilities of commerce and industry as well.

More than fifty percent of the persons enrolled at the college are involved in occupational studies, and the remainder are academically oriented and in a transfer program. The college draws heavily from ethnic minority and economically disadvantaged segments of the community and serves as a vehicle for upgrading job skills and educational levels of the core city population.

Placement of graduates and persons finishing occupational studies has been extremely successful and well received by the industrial community.

Upon graduation from the library technology program, students are dependent upon comprehension of the employer's institution, it's director, middle managers or personnel officers in hiring, supervising, and advancement when employed.

Lifestyles of minorities are unknown by majority supervisors and it was believed that by the institute director as well as others that many misconceptions of abilities and inabilities exist in employers' minds.

Problems of the underprivileged minority members often have no solution in structured personnel and work regulations of the middle class employee oriented, library and information occupations.

Perception of the disadvantaged minority employees of different backgrounds are puzzling and frightning to the supervisor and in their minds, a different set of hiring, promotional, retention values exist. A different approach was proposed to help solve the problems of middle managers and library direction under the following methods:

1. A part time attendance two weeks in length, utilizing three evenings a week community class attendance in the homes of minority groups; black, chicano, and Indian to insure that contact with the lifestyles of poverty and middle class of these ethnic groups.
2. Three Saturday sessions of eight hours will serve as orientation, evaluation, and summary work shops.

DIRECTOR'S OBSERVATIONS

The first session proved to be a marathon of instructions and testing to obtain the sociological and external data necessary for their evaluation of the instructional phase of the institute. The problem was to introduce the purpose of the institute and give a week of instructions for participants to perform their portion of the institute activity, until the next meeting. To coordinate approximately 25 people moving from as many points some from suburban areas to the home of the HPI participants. A logistic feat I did not anticipate would be accomplished as easily as it was. I would suggest it would be easier to sit everyone in a classroom and lecture but the home visits, HPIS was one of the most successful events of the Institute.

EVALUATION FOR DCC TWO WEEK INSTITUTE IN LIBRARY TECHNOLOGY

PRESENTED BY:

ELLSWORTH C. KEIL
TRAINING CONSULTANT
LINDBOM AND ASSOCIATES
1821 UNIVERSITY AVE.
ST. PAUL, MINNESOTA

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REPORT ON EVALUATION OF DCC

TWO WEEK INSTITUTE IN LIBRARY TECHNOLOGY

I. OBJECTIVES OF THIS EVALUATION.

The state of objectives of the Institute were:

1. To change the hiring practices of the institutions represented at the Institute.
2. To identify and define specific tasks and problems in the hiring and retention of para-professionals and minorities as L.T.A.s.
3. To organize and translate job and career ladders into roadways to employment, promotion and retention of minorities as L.T.A.s.

II. EVALUATION PROCEDURES.

Program I: Since one of the basic strategies of the Institute involved home visitations, a schedule on which trainees could record their impressions of each home visit was considered essential. Program I utilized this instrument (attached as Appendix I0. All trainees were expected to fill out a schedule after each of the home visits.

Program II: A narrative by each participant, "employing L.T.A.s." was executed at the initial meeting of the Institute and at the last meeting. Those data are reported in Table I, and the instrument is attached in Appendix II.

Program III: In an effort to encourage Institute participants to review their job descriptions, each participant was asked to write a brief Job Narrative at the initial Institute meeting and at the last meeting of the Institute. Those data are reported directly to the Institute Director. They do not con-

stitute evaluation data in a strict sense. Rather, they reflect job duties and tasks of which the Institute Director may already be aware. The data provided by trainees allows him to validate and to refine his thinking on this score.

Program IV: Since a primary source of data on the effectiveness of the Institute concerns the participant's own reaction, in-depth interviews were conducted on October 15 and 16 at the last meeting of the Institute. Those data are reported in Table II. The instrument is reported in Appendix III.

Program V: In an effort to identify attitudes toward ethnic minorities and to index conformance requirements on library positions, two instruments were administered. The first, "Facts About Ethnic Behavior" is appended in Appendix IV. The second, "The Work Requirements Rating Scale" is also appended. The first instrument was administered Pre and Post. The second was administered only on the "Pre" occasion, since there is no reason to expect significant change on that instrument.

Program VI: A follow-up schedule assessing the degree to which Institute participants have engaged in activities directly related to their Institute experience will be conducted at approximately 90 days following the termination of the Program. The schedule for those interviews is attached as Appendix V.

III. EVALUATION RESULTS

Program I:

Discussion - The HPI Reaction Schedule was intended to help Institute participants to focus on the relationship(s) between observed behavior in the residents and training, job holding

as L.T.A.s. As such, it served as a tool to aid the participants to focus on relevant considerations as well as to effect changes in attitudes and perceptions. Whether it did so is revealed in the report of the report of the clinical interviews and changes on the "Facts About Ethnic Behavior" Scale.

Moreover, the Schedule presents valuable data to the Institute Director in his efforts to more carefully tailor a training program to the needs of minority disadvantaged trainees.

The fact that some schedules were not completed suggests that: (1) The Schedule was too complex; (2) The Schedule was inappropriate; or (3) The participants were not enabled to gather the data necessary to fill out the Schedule.

This evaluator's impression is that the latter explanation is the most correct for reasons of logistics, timing, human variability, etc.

A review of the schedules does suggest the following general conclusions:

1. Participants were positive in their comments. Conditions and attitudes were viewed as generally adequate or positive.
2. Participants reported few manifestations which they interpreted as severe constraints on the training - hiring chiring of L.T.A.s.
3. The impression gleaned from an intensive study of all HPI SchHRIe Schedules is that participants were reporting data from "Middle Class, non-disadvantaged" homes, not minority disadvantaged ones. One might interpret the dat data as implying that there were no visits to "really

disadvantaged" homes. Indeed, some of the clinical interviews suggest that interpretation.

Alternately, one might suppose that the "high positive" reaction is something of an over-reaction. Perhaps the participants were, for whatever reason, reluctant to be as condid as they might have been. These data do not strongly support either conclusion, but, as indicated, the clinical interviews suggest that the "non-disadvantaged home" notion was not irrelevant.

Program II:

All of the participants (excluding the Institute's staff) responded to the question: What do you believe are the constraints on the employment of minority disadvantaged as library technical assistants? That open-ended question permits the respondent to choose any number of constraints that he believes are relevant and to discuss tham in any way that he feels most legitimate.

A content analysis of trainees' pre and post responses reveals the data reported in tabular form in Table I.

TABLE I

TABULATION OF CONTENT OF
CONSTRAINTS ON EMPLOYING L.T.A.s

	On Pre Measure	On Post Mea.
I. Relationships		
A - 'Staff(conflict, acceptance, etc.)	2	3
B - Customers	3	1
C - Supervisor	1	

TABLE I (cont.)

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	On Pre Measure	On Post Mea.
II. Job Skills - Adaptability		
A - Speed and Quality	3	1
B - Expectancies (Job)		2
III. Other		
A - Transportation - Commuting	4	4
B - Child Care	0	1
C - Security	1	0
D - Personal Dress, Grooming, etc.	2	2
E - Initiating	0	1
TOTALS	16	15

Discussion - The first striking observation is that the nimbers of constraints reported on each occasion are not isgnificantly idfferent. Secondly, the relative equivalence of frequency on the first occasion as opposed to the second suggest that there may not have been a great deal of change as a result of participation in the Institute. Many of the same difficulties are reported on both occasions. It should be noted that the same persons may not be represented on each of the two occasions.

It is of some interest to note that job expectancies, initiative, and child care were not mentioned by any Institute participant at the outset of the Program. However, by the time the Program completed two persons regareded job expectancies and their clarification as worthy of concern and two others regareded child care and initiative as constraints on employing L.T.A.s.

It is also of value to note that the importance of customers, their expectations, and their eccentricities seemed to be regarede as somewhat less important at the end of the Institute than at the outset. And, "speed and quality of job skills" and "adaptability to the job" seemed also to decline over the course of the Institute. It should be noted that the frequencies of responses involved in this last observation are so small as to render them suspect. However, it is apparent that some shift occurred in some participants' reports.

Program III:

As mentioned, the Job Narrative is not here included because the data more properly are useful to the Institute Director in his efforts to validate the design, scope and content of his Training Program. And, the Narrative helped "set" the participants to be alert to the relationship(s) between the Institute and their own job-task requirements for L.T.A.s.

Program IV:'

Table II reports the Summary data form the Post interview with all Institute participants.

TABLE II

TABULATION OF CLINICAL INTERVIEWS
OF INSTITUTE PARTICIPANTS*

1. Tell me what you feel was the outstanding positive feature of the Institute Experience.

		f
1.	Home Visits	6
2.	Reminded not to sterotype	1

1a. Outstanding secondary positive features.

		f
1.	Interact with other professionals	1
2.	Sensitized to needs of disadvantaged minorities.	1

2. Tell me what you feel was the outstanding negative aspect (if any) of the Institute Experience.

	f
1. Need for structure and objectives (program and/or home visits).	4
2. Supplemental materials, e.g. films or panels or research info.	2
3. Home visits "we intruded" -"Not disadvantaged enough."	2

3. What did you feel was the value of the home visits?

	f
1. Reminded of relevance between minority disadvantaged and work performance.	1
2. Pointed out individual differences.	6
3. They were not disadvantaged.	1

	f
Somewhat helpful	3
Helpful	4
Very helpful	1

3a. How could they have been improved?
(Data from previous questions and question 3a.)

DO NOT	f
1. Talk about irrelevant things	1
2. Waste so much time	

DO	f
1. Exercise more control, structure, leadership (faculty)	1
2. Talk more with young (who may be looking for careers)	1

4. What plans do you have, if any, to use any part of what the Institute dealt with?

	f
1. Would hire (if an opening existed).	2
2. Will propose hiring policies include recruiting minority disadvantaged.	2
3. Make report on Institute.	1
4. Try to "do more" to serve minorities.	1
5. Nothing at the moment (options restricted).	2

5. If it were feasible and your recommendations could be implemented, would you recommend making a similar Institute available on a wider basis?

	f
Yes	4
No	0
Yes, with reservations	4

TABLE II continued

6. Are there any final thoughts that you would like to pass on to the Institute Director and/or staff?

"Training (such as CC) very helpful"
"More depth discussions (at homes)"
"More organization (of Institute) needed"
"More field visits to Community Centers, re: facilities, etc."
"Do Institutes in a single block of time"
"Sharpen outline of objectives"

There were additional responses from persons who were unable to attend all of the Institute meetings. As a result, their comments, at their request, are not to be regarded as complete or accurate. Nonetheless, their responses are summarized below:

"Objectives and structure of Institute were unclear"
"Too much generalizing"
"Probably expanded some peoples' awareness of minority disadvantaged"
"Be clearer about purposes and objectives"
"Hold Institutes during the day"

The respondents quoted above did feel that, with reservations, similar Institutes should be held in the future.

*The frequencies for a given question will not in all cases total 7. Some participants responded with many ideas related to one question; others provided none or one. The number of responses is reported, not the number of respondents.

Discussion - It is clear that the Home Visits were regarded as useful by most participants. It seems equally clear that participants were concerned about the apparent lack of structure, clarity of objectives and use of time.

Nonetheless, many felt that the Institute was "Helpful" or "Very Helpful" and revealed a level of personal and professional involvement that is high tribute to the Institute and its intentions.

Program V:

Discussion - An analysis of the scores on the "Facts About Ethnic Behavior" Scale revealed no significant changes between

the Pre and the Post administrations to Institute participants. Institute staff were not included in the analysis, since they are not the primary target group for the evaluation.

The finding of no significant differences between the Pre and the Post measures should not be interpreted as a failure of the Institute to effect attitude changes. Rather, two plausible interpretations suggest themselves. First, it is possible that the instrument was insensitive to changes that did, in fact, occur. The more refined answer to that question can be provided by reviewing the results of the in-depth interviews, reported in Program IV. Second, it seems unrealistic to expect that a program of such short duration and relatively low intensity would be sufficient to provide substantive attitude changes in the Institute participants. Attitudes are notoriously resistant to change, and one should not expect that anything but a full-blown and highly intense experience would be likely to produce measureable attitude change, particularly in view of the fact that most Institute participants came from backgrounds where association with ethnic minorities was and is extremely low. A complementary survey instrument assessing the level of ethnic association within the Institute participants suggested that the majority of them had little contact outside their own ethnic group. One or two had had such contacts. In view of those considerations, it is not surprising that ethnic sterotypes and ethnic prejudices were not measureabley influenced as measured by this instrument.

Again, the clinical interview data should be reviewed for a corroboration of the question "Were there useful attitudinal

changes?"

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In an effort to identify job conformance requirements in those positions for which L.T.A.s might be employed, the "Work Requirements Rating Scale" was administered to all Institute participants. A tabulation of those results suggests that the vast majority of the statements included on that Questionnaire, (See Appendix IV) were ranked as either 4 "Important," or 5 "Very Important."

TABLE III

TABULATION OF PERCENT OF WORK

REQUIREMENTS RATING SCALE SCORED

4 (Important) or 5 (Very Important)

PARTICIPANT	PERCENT
#1	72
#2	80
#3	70
#4	64
#5	85
#6	74
#7	72
AVERAGE:	35 or 72 %

Discussion - The results suggest that Institute participants view positions in libraries as quite highly related to what might be called job conformance requirements as opposed to job performance requirements. To say that is not to argue with the validity of the Participants' judgments. Rather, it is to underscore the relative durability of conformance requirements in that particular work setting. The inference must be that training programs might well consider program-training designs which convey and clarify specific conformance requirements to their trainees.

It is interesting and rather surprising, that the following three items tended to receive low scores by many respondents: Being five or ten minutes late; wearing a beard and garnisheed wages. In no other instances were the respondents in consistent agreement that a statement (item) was very unimportant, unimportant or average.

One might wonder at the relative flexibility revealed by participants with respect to those conditions cited above as contrasted to the consistency of agreement or the quite high importance attached to other statements. There is some evidence that "attitudes" were, in this respect, quite appropriate at the outset of the Institute. Perhaps the high scores are reflections of the genuine reality constraints to working as L.T.A.s in libraries. The "low" scores reflect "positive attitudes" toward minority disadvantaged that need not be changed. The degree to which attitudes (reflected in the high score on the Work Requirements Rating Scale) contribute to those scores is not known. Presumable there is a low attitude component.

IV. GENERAL EVALUATIVE COMMENTS

The importance of developing ways to permit employers to learn more about the nature of disadvantagement and its influence upon manpower hiring and promotion practices surely cannot be overestimated. From a certain ideological point of view, any worthwhile program or institute that meets minimum criteria should be supported and encouraged in many ways. Those minimum criteria in this evaluater's view include the following:

1. Permitting employers to talk with and otherwise deal directly with disadvantaged people in their natural environment.
2. Permit ways by which the employers can discuss or otherwise evaluate the relationship between the behavior and attitudes of disadvantaged persons and the tasks to be done in their employment setting.

Using essentially data from the clinical interviews as the basis on which to answer that question as well as data from the HPI Reaction Schedule, it appears that the Institute can claim modest success.

On the criterion of actions participants took based on the Institute experience, it is somewhat early to make a definitive statement, since additional data will be gathered in the follow-up contact some 90 days subsequent to the termination of the Institute. However, there are suggestions of an answer in the clinical interview material. But, generally speaking, the reasons for failure to act as reported by the participants themselves, have to do with structural and/or bureaucratic constraints that are not amenable to easy nor hasty alteration. That is not to say that Institute participants do not <u>want</u> to or will not <u>try</u> to effect changes in their institutions. It is simply to point out that there are reality constraints that face them.

One reality constraint to implementing the suggestions or learnings of the Institute has to do with the available supply of trained L.T.A.s. One of the general threads that runs throughout the clinical material has to do with the training of minority

disadvantaged in this area, rather than the issue of whether they would be hired or could get jobs. One respondent did suggest that many of the jobs for which L.T.A.s might be trained for are in distant locations and he voiced some concern about the willingness of disadvantaged minorities to relocate where the jobs are. Barring that moderator, virtually all of the participants voiced positive attitudes toward more intensive training of L.T.A.s. Presumable, the job opportunities and job climate is sufficient to support such a training effort.

The posture in many public and service agencies now reflects a "Hire now and train later" attitude. Strong support of that attitude soes not rule out the need for minimum training in a variety of areas, including library assistant positions. There is much in the area of factual information and repertory of skills that can and should be a part of the intellectual equipment of the person applying for an L.T.A. job, even though there is much to be learned after the employee assumes a position. To expect that all one needs to know can or should be taught "on the job" is to deny the possibility of creating a training program similar enough to the world of work to make transfer to it highly likely. It appears to this evaluator that there are sufficient similarities between what needs to be learned... the skills the worker needs to have...and a training program to warrant the support of effectively designed training programs.

The conclusions formed by this evaluator are:

1. The Institute was successful in exposing participants to the behavior and characteristics of minority disadvantaged, through the Home Visits. Many felt more

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exposure would have been useful.

2. The participants felt that "others" could have used the Institute experience with as much or more profit.
3. There are genuine reality (structural-bureaucratic) constraints to hiring more minority disadvantaged as L.T.A.s.
4. The need for pre-employment training of entry-level workers was supported by a number of participants.
5. Few attitudinal changes occurred as measured by selected instruments, but one would not normally expect changes from so brief a program. Other data (i.e., tape recordings of impressions and reactions) may well provide data on this point.